

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2014 JAN 23 AM 11:15 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name DeSoto ISD	Vendor ID #	Mailing address line 1 200 E. Beltline Rd.	
Mailing address line 2	City DeSoto	State TX	ZIP Code 75115-
County- District # 057-906	Campus number and name	ESC Region # 10	US Congressional District # 30
		DUNS # 006195077	

Primary Contact

First name Dr. Tawana	M.I.	Last name Grover	Title Ex. Director Human Resources
Telephone # 972 223-6666 x. 238		Email address Tawana.grover@desotoisd.org	FAX # 972 274-8068

Secondary Contact

First name Beth	M.I.	Last name Fincher	Title Director Recruitment/Retention
Telephone # 972 223-6666 x.238		Email address bfincher@desotoisd.org	FAX # 972 274-8068

Part 2: Certification and Incorporation

I hereby certify that the Information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Dr. David	M.I.	Last name Harris	Title Superintendent
Telephone # 972 223-6666		Email address David.harris@desotoisd.org	FAX # 972 274-8209
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	X <input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X <input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	X <input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	X <input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	X <input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X <input type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X <input type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X <input type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X <input type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

DeSoto ISD will introduce Teacher ARRTS as a framework for the Educator Excellence Innovation Program. DeSoto ISD recognizes the classroom teacher as the most vital figure in educating students and ensuring their academic success. This framework will lay the district's foundation for what research has identified as factors that contribute to selecting, developing and maintaining high quality teachers in schools today. The Teacher ARRTS framework clearly addresses statutory requirements of the grant and best practices for educator excellence.

Advancement(s)/Career Pathways

- The district will develop a hierarchy/rubric of five levels that allows teachers to demonstrate master teacher capabilities and to be compensated accordingly with increased responsibilities. Each level is accomplished through an application and recommendation process and training. Funding will be needed for the teacher stipend to develop curriculum, provide release time, materials, and associated costs. Levels to be implemented include:
 - Level I: Classroom Teacher
 - Level II: Model Classroom Teacher
 - Level III: Teacher Expert (Mentor Teacher)
 - Level IV: Lead Teacher
 - Level V: Instructional Coach for Professional Development and Teacher Effectiveness
 These master teachers will work together to identify and strengthen deficit areas.
- For degree and certification attainment to advance through the hierarchy, DeSoto ISD will offset partial costs in critical need areas that will improve teacher effectiveness and job responsibilities resulting in increased student academic success.
- Staff members will be provided support and compensation to attain degrees/certifications that will move them through the career pathways.

Robust Evaluations

- All classroom evaluators will be trained on Paul Bambrick's Leverage Leadership focusing on what to look for in the classroom as well as how to conduct follow-up conferences. This training will be reviewed for all appraisers including campus administrators, instructional coordinators, and district leadership.
- Each teacher receives at minimum seven walk-throughs per semester (every two weeks) that embody the feedback and findings based on a district model that includes what was observed, areas of improvement, strategies for improvement, and timeline for implementation.
- Teachers will be provided reflective videos of teacher observations, and the district will use outside observers as needed. Goals set will be based on observations with scheduled follow-up visits.
- Campus principals will review effectiveness of their teachers, support systems, evidences of growth, teacher and student data and staff retention intents/efforts with Curriculum, Human Resources, Cabinet and Superintendent twice a year – IMPACT Conference (Increase/Maximize Performance Across Campuses Together).
- Comprehensive program evaluation will be ensured by the new Program Director for Educational Excellence. This person will oversee, implement, and evaluate effectiveness of the grant components. Data and documentation will be collected and evaluated each semester.

Recruitment/Retention/Compensation**Recruitment and Hiring**

- A recruitment training series will be developed and implemented to enhance the recruiting process. Teachers and other staff will be employed to serve as recruiters.
- The district will develop *DeSoto Portrait of a Teacher* profile to use in all recruiting endeavors.
- DeSoto ISD will host a district job fair where potential candidates are invited to spend the day in the district during a school day, preferably on a Friday, and are able to see the district in action, tour the city, and engage with district stakeholders. Potential top talent will be prescreened with face-to-face interviews. Participants will stay overnight and have interview slots arranged with campus principals the next day. Top pre-screened candidates may be offered contracts on the spot.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Compensation and Retention

- The district will offer competitive salaries to new hires and current staff with incentives and stipends for additional responsibilities.
- We will continue the review and implementation of Pay for Performance program to reward educators/campuses for student achievement.
- Selected teacher stipends will be offered in critical needs and include relocation allotment as appropriate.
- College interns will be attracted by offering stipends for additional responsibilities (teacher aide, tutoring, etc.)
- Pay schedules will be revised for positions that compete with business.

Training/Professional Development

- The district currently hosts summer, fall, and spring professional development summits. Professional development will be strengthened by holding follow-up sessions to continue effective engagement. With grant funds, professional learning is continued on a weekly basis at the campus level by targeting specific campus needs, performance levels, and observation. This weekly collaborative emphasis allows teachers to enhance their instructional strategies through brainstorming, pedagogy, and modeling.
- Online professional development will be introduced through Safari Montage, district Onboarding modules, and other online professional development programs to allow anywhere, anytime access for all staff.
- A Professional Development Educator Engagement Center will provide needed resources and support for specific subject areas and/or instructional needs.
- Mandatory trainings will be held for campus administrators that require demonstration of competencies in fully implementing components of Teacher ARRTS.
- Instructional modeling will target individual teachers based on observational findings. Areas of deficit will be addressed, and modeling will be scheduled within one week of identification.
- Instructional Coaches for Professional Development and Teacher Effectiveness will be added to help struggling teachers in identified areas of need.
- Networks of master teachers will be developed with other districts that have shown identified success in our areas of deficits. These master teachers will be paid a stipend to work with staff. An application process will be used to select network leaders.
- Each campus will design a living (flexible) annual plan for institution of Collaborative Round Tables. Each weekly round table will have identified areas of focus based on a comprehensive trend data that undergirds professional development by providing extensive support addressing targeted needs. Teachers will be grouped according to identified needs as well as strengths. Each session will include demonstration, dialogue, and directions for next steps for growth and development.
 - Week 1- District-wide Trends
 - Week 2- Campus-wide Trends
 - Week 3- Grade/Content Focus Trends
 - Week 4- Individual Focus

Support – Induction/Mentoring

- Effective mentor training and stipends for mentoring first and second year teachers will be implemented.
- Existing program will be expanded to include mentors for teachers in need of assistance regardless of years of experience. The district will introduce a shadowing model where teachers as identified will spend time one or more days with model, expert, or lead teachers to gain more in-depth knowledge and opportunity for practice.
- The induction process will include three days of intensive induction during the summer that will prepare newly hired teachers to learn district policies and procedures and campus-specific environment, norms, and data. Onboarding, the online component, would involve curriculum and instructional delivery study sessions that are scheduled upon hire. Offered on a weekly basis, including summers, it will be especially beneficial to teachers hired after annual new teacher orientation. In addition, a New Teacher Classroom Survival Kit will be provided to help select appropriate resources to enhance student learning.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 057-906				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$610,500	\$80,000	\$690,500	\$610,500	\$80,000	\$690,500	
Schedule #8	Professional and Contracted Services (6200)	6200	\$75,000	\$0	\$75,000	\$75,000	\$0	\$75,000	
Schedule #9	Supplies and Materials (6300)	6300	\$177,500	\$2,500	\$180,000	\$177,500	\$2,500	\$180,000	
Schedule #10	Other Operating Costs (6400)	6400	\$33,925	\$0	\$33,925	\$33,925	\$0	\$33,925	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$20,000	\$0	\$20,000	\$20,000	\$0	\$20,000	
Total direct costs:			\$916,925	\$82,500	\$999,425	\$916,925	\$82,500	\$999,425	
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$916,925	\$82,500	\$999,425	\$916,925	\$82,500	\$999,425	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$999,425			\$999,425			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$99,942.50			\$99,942.50			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher	6		\$300,000	\$300,000
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Program Director			\$80,000	\$80,000
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$380,000	\$380,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$37,500	\$37,500
20	6119 Professional staff extra-duty pay			\$215,500	\$215,500
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$57,500	\$57,500
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$310,500	\$310,500
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$690,500	\$690,500

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2	
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	\$	\$	
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service:				
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2	
1	Contractor's payroll costs # of positions:	\$	\$	
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$	
	Contractor's supplies and materials	\$	\$	
	Contractor's other operating costs	\$	\$	
	Contractor's capital outlay (allowable for subgrants only)	\$	\$	
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 057-906

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 057-906

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$75,000	\$75,000	
(Sum of lines a, b, c, and d) Grand total		\$75,000	\$75,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057-906

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$180,000	\$180,000
Grand total:						\$180,000	\$180,000

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057-906		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$8,750	\$8,750
	Specify purpose: Master Teacher Network Stipends; College Intern Stipends		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$25,175	\$25,175
Grand total:		\$33,925	\$33,925

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 057-906

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12	Site license for online professional development	1	\$20,000	\$20,000	\$20,000
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$20,000	\$20,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	7,302	77.8%	Attendance rate	96.8%
Hispanic	1,666	17.7%	Annual dropout rate (Gr 9-12)	2.6%
White	268	2.9%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	68%
Asian	26	.3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	9%
Economically disadvantaged	6,507	69%	Students taking the ACT and/or SAT	71.8%
Limited English proficient (LEP)	674	7.2%	Average SAT score (number value, not a percentage)	1288
Disciplinary placements	2,617	28%	Average ACT score (number value, not a percentage)	18

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	344	60.2%	No degree	6	1%
Hispanic	42	7.3%	Bachelor's degree	423	73.7%
White	166	29%	Master's degree	144	25.1%
Asian	1	.1%	Doctorate	1	.2%
1-5 years exp.	138	24.2%	Avg. salary, 1-5 years exp.	45,957	N/A
6-10 years exp.	159	27.9%	Avg. salary, 6-10 years exp.	47,854	N/A
11-20 years exp.	130	22.8%	Avg. salary, 11-20 years exp.	52,417	N/A
Over 20 years exp.	74	12.9%	Avg. salary, over 20 years exp.	59,461	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	443	509	612	613	698	661	685	692	751	727	959	701	627	684	9,362
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	443	509	612	613	698	661	685	692	751	727	959	701	627	684	9,362

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	23	25	35	34	39	36	36	44	48	53	42	34	35	38	522
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	23	25	35	34	39	36	36	44	48	53	42	34	35	38	522

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

DeSoto ISD is a growing district of over 9,400 students that lies in Dallas County. It is a diverse population school district with 78% African-American students, 18% Hispanic, 3% Caucasian, and less than 1% other. The economically disadvantaged rate is 69%, and eight of the twelve campuses are Title I designation. The 2013 district accountability rating is Met Standard; all campuses except two rated Met Standard. These two campuses are rated In Need of Improvement; one is a Title I campus.

Each year DeSoto ISD conducts an annual needs assessment, and goals are based on established district goals with student achievement at the core. Information is gathered from a variety of sources, including common assessments, benchmark testing, graduation rates, attendance, etc. We also look at factors contributing to the lack of student achievement. Input gathered from campuses, parents, community, and students is analyzed as well. After conducting the last annual needs assessment, our analysis points overwhelmingly to deficiency in quality teachers, the largest impact on student achievement. Further investigation into quality teaching characteristics and district data analysis leads to our prioritization of needs.

1. Recruiting and retaining quality teachers. Based on 2013 teacher turnover rates, the district lost 19% of the teaching staff. In addition, over 10% of teaching positions were unfilled when school began in August 2013. Reductions to the mentoring program due to lack of funds shows a huge impact on teacher retention. The district's lowest turnover rate was 13% in 2008 and has steadily increased upwards since it was disbanded in 2010. We also lack competitive salaries and incentives with neighboring districts.

2. Robust and comprehensive compensation plan. DeSoto ISD recognized that many professional positions, including teacher, were not equivalent to similar area districts. We introduced a new comparable market salary schedule in 2013, but we still fall short of being salary competitive with districts within a 30 mile radius. Additionally, in some instances, teacher pay does not compensate staff for additional duties such as lead teachers, or opportunities for advancements while serving as a teacher. Currently, the quality pool of teachers is limited because of our compensation plan. For example, college interns find other districts more attractive because of benefits that we cannot offer.

3. New design for professional development that includes teacher collaboration. Once we have obtained quality teachers, we want to retain them with quality professional development offerings. Needs assessment surveys show that teachers often find the offerings uninspiring or irrelevant, and attendance is spotty. The current model does not allow for teacher collaboration and ongoing vertical and horizontal alignment. We plan to remedy this with topical online professional development, relevant and requested sessions, and weekly campus teacher collaboration.

4. Effective evaluation practices within the district. When reviewing end-of-year teacher evaluations, it was noted that there are vast scoring differences across the district. The evaluations did not reflect student achievement and data. Inter-rater reliability is non-existent. We plan to retrain all evaluators to be able to look through the same lens when observing in the classroom, and a district-created uniform model for pre- and post-observation conferences so that all evaluators are following the same guidelines. We will also focus on administrator evaluations and how we plan to hold the administrators accountable for campus and student achievement results.

5. Teacher career advancement. Personnel data reveals that many of our teachers have taken positions in other districts because of career advancement opportunities that we do not currently offer. We plan to create a career pathway five-level hierarchy to encourage quality teachers to stay in the classroom with compensation for additional responsibilities. Scholarships and certification completion reimbursements will be an added incentive.

Based on a thorough examination of student and district data, we have concluded that quality teaching in DeSoto ISD is the most important factor in the success of our students' academic performance. We have identified a need for more strategic hiring, evaluating, retaining of teachers, compensation plan, and opportunities for teacher advancement. DeSoto ISD will continue to struggle with teacher effectiveness and student performance without a system to ensure that there is a high quality teacher in every classroom every day.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Recruiting and retaining quality teachers	1. Expanded recruiting efforts through marketing, career job fairs, recruitment training, etc. 2. Compensation package that includes competitive salaries and additional incentives and stipends to teachers, interns and critical-needs areas 3. Onboarding process for effective and meaningful induction into the district 4. Comprehensive mentoring program to support new and struggling teachers 5. Levels for classroom teacher advancement
2.	Robust and comprehensive compensation plan that rewards teachers for innovative practices and is competitive with desirable districts and business	1. Increased stipends for critical-needs areas 2. Relocation benefits for new hires 3. Certification fee reimbursement 4. Scholarships for degree completion 5. Added stipends for advancement on the teacher career pathways 6. Pay for Performance compensation package
3.	New design for professional development which includes teacher collaboration	1. Weekly teacher professional development and collaboration 2. Educator Engagement Center 3. Online professional development modules 4. Appropriate meaningful professional development matched with individual teacher needs 5. Emphasis on technology at the campus and teacher level for lesson planning, modeling, classroom teaching, etc. 6. Instructional rounds 7. Vertical and horizontal collaboration meetings
4.	Effective evaluation practices within the district	1. Extensive observer and appraiser training through outside sources 2. Retooling district rubrics to meet the needs of teachers 3. Sub money to allow for pre- and post-observations four times a year 4. Added levels of support from model teachers, mentors, expert teachers, and lead teachers 5. Weekly collaboration meetings to increase teacher expertise, skills, and confidence in evaluations
5.	Teacher career advancement	1. Hierarchy of advancement in the ranks of teachers 2. Clearly defined responsibilities for modeling, lesson design, mentoring, etc. 3. Advanced training for identified teacher leaders 4. Increased stipends for additional responsibilities 5. Support/compensation to attain additional degrees and certifications

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Schedule #14—Management Plan

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Director for Educator Excellence	Principal Certification/Mid-Management, Teacher Evaluation Certification, previous experience with management of grant funds, minimum three years administrative experience, extensive knowledge of TEKS, innovative programming, ability to build partnerships with external educational resources
2.		
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Seamlessly integrate the grant projects into the district culture	1. Hire Program Director	04/01/2014	06/01/2014
		2. Outline the grant program/oversee grant projects	06/01/2014	08/01/2014
		3. Train key district personnel	06/01/2014	08/31/2014
		4. Monitor, assess, and evaluate project components	08/01/2014	08/31/2016
		5. Revise projects as needed	08/01/2014	08/31/2016
2.	Reduce teacher turnover rate by 20% over the previous year	1. Implement revised compensation plan	04/01/2014	08/31/2016
		2. Offer advancement via career pathways	06/01/2014	08/31/2016
		3. Ensure quality professional development	06/01/2014	08/31/2016
		4. Identify teacher support needed; provide mentors	08/01/2014	06/01/2016
		5. Establish weekly teacher collaboration	08/01/2014	08/31/2016
3.	Deliver focused and targeted professional development and document effective use in the classroom	1. Create Educator Engagement Center	08/01/2014	08/31/2016
		2. Increase 21 st century classroom technology/practices	08/01/2014	08/31/2016
		3. Develop online professional development modules	09/01/2014	08/31/2016
		4. Track and evaluate professional development implementation	10/01/2014	08/31/2016
		5. Address teacher needs through observation data	10/01/2014	08/31/2016
4.	Strengthen district administrative practices that transform educator quality	1. Attain higher quality campus teacher selection	05/01/2014	08/31/2016
		2. Offer extensive administrator and evaluator evaluation training with inter-rater reliability focus	08/01/2014	08/31/2016
		3. Publish new evaluation requirements and implement	09/01/2014	08/31/2016
		4. Increase classroom observations	09/01/2014	08/31/2016
		5. Increase meaningful constructive feedback	09/01/2014	08/31/2016
5.	Improve student learning and academic performance	1. Hire and train high quality staff	05/01/2014	08/31/2016
		2. Establish systemic district leadership commitment	05/01/2014	08/31/2016
		3. Use student data analysis for data-driven instruction	08/01/2014	08/31/2016
		4. Increase student and teacher attendance rates	08/01/2014	08/31/2016
		5. Observe and evaluate classroom instruction at analysis/creative level	09/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a process in place to gather feedback and monitor improvement through already established guidelines. Goals and objectives are set with campuses and district personnel based on student testing data, graduation rate, dropout data, changing demographic needs, teacher contract renewals, teacher retention, etc. The *State of the District* showcases progress twice a year, built on the foundation of these goals.

Levels of accountability begin with the students. Data is reviewed and charted for individual students; each student holds conferences with teachers to note areas of need and accomplishment. Plans are devised for remediation as needed. Teachers review this data with campus administration who, in turn, review the campus data collection with central administrative staff. Instructional strategies and teacher training are adjusted based on what the data shows. Goals and objectives are revised as needed, and changes are made to the District Improvement Plan and the Campus Improvement Plans based on new data. The District Education Improvement Council and campus site-based teams play a critical role in the development and revision stages.

All staff members discuss district and campus goals at regularly held meetings. Monitoring and adjusting of goals/objectives is an ongoing process based on staff, parent, and community input. Special meetings are held twice a year to analyze critical-needs areas.

District updates, notifications, and changes are communicated through many sources - campus and district meetings, advocacy groups, town hall meetings, School Board weekly updates, district newsletters (internal and external), the district's website, *School Messenger*, text and phone calls, billboards, and social media.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, DeSoto ISD has increased its efforts to attract and retain quality teachers through additional salary and stipend compensation, although we cannot always compete with larger districts in the metroplex. We are proposing a Pay for Performance compensation package to reward those teachers whose innovative teaching methods and practices pay off with increased student academic performance. The proposal will be presented to the School Board in February. The grant projects are already listed as district needs with a high priority of attainment. If grant funds are not available, these goals will still be district priorities, but available funds will determine timelines and degree of implementation.

Human Resources recently added a Director of Recruitment and Retention. The position's focus is to increase recruitment opportunities, to seek out the best candidates, and to fill every vacancy in a timely manner. The position also oversees the induction and mentoring program.

We are also increasing our emphasis on meaningful and useful professional development opportunities. Our Director of Professional Development oversees the current program and has increased offerings and learning opportunities this past year. More rigorous observation and evaluation procedures (through TRIBE and Teachscape) have given us better tools to prescribe and monitor professional development opportunities.

The Program Director for Educational Excellence will be hired by June 2014 if funds are obtained. The Director will be added as a key component to the district's leadership team and will be tasked with creating a detailed EEIP plan in early summer so that the majority of the projects can begin in August 2014. The Director will oversee the entire project through constant monitoring and adjusting, collecting data on student performance and teacher effectiveness, making changes when needed, meeting with and getting input from all stakeholders (DISD staff, students, parents, community).

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student academic data analyzed to address areas of need and strengths	1.	STAAR common assessments and STAAR test Met Standard increased by 10% in each subject tested
		2.	STAAR Distinctions increased at each campus
		3.	Advanced Placement scores of 3 or higher increased by 10%
2.	Hiring and retention charts for district and campuses	1.	New teacher survey indicates 90% offered contracts plan to return to district
		2.	Teacher retention rate increased by 10%
		3.	Reduced rate of non-certified/probationary teachers hired
3.	Professional development data	1.	70% of district staff utilize on-line professional development resources
		2.	Teacher Self Report data matches 85% of professional dev. opportunities
		3.	80% of survey rates PD as extremely helpful providing support/ innovation.
4.	Logs, charts and staff surveys	1.	90% of new teachers surveyed indicate 90% satisfaction w/mentor support
		2.	Mentor logs show weekly contact hours spent with mentees
		3.	Education Engagement Center logs confirm use of resources
5.	Observation and evaluation forms/notes	1.	80% of teachers rate weekly collaboration meetings as useful
		2.	PDAS evaluations show evidence of 10% fewer teachers on TINAS
		3.	80% inter-rater reliability on evaluation instruments

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection is a top priority for each project in the grant and what will drive all evaluations and readjustments. A data collection rubric/tool will be developed with district administrators and the Program Director to use on each project component. In order to collect the data, the Program Director will establish a data collection instrument with easy access with on-line as the preferred method.

Student academic data is collected by a sophisticated data compilation system, Eduphoria, which provides longitudinal disaggregated student data every three weeks. All staff can access the relevant data by student, teacher, campus, student groups, objectives, etc. Student attendance is on TEAMS.

Hiring and retention data is gathered through TEAMS, a software program which collects data on student and teacher attendance, payroll, etc. It also collects data for the HR Management System, keeping track of the number of applicants for each position, exit interviews, probationary non-certified teachers, etc.

Professional development data is stored in Eduphoria. Teachers sign up for professional development opportunities and fill out exit surveys. Employee ID swipe-cards will be used for the Education Engagement Center to determine number of teachers who use the facility.

Evaluation data is stored in Eduphoria. The district can do inter-rater reliability on domain scores across campuses and the district.

The Program Director will work with each campus to develop detailed plans for each of the project components. Areas of deficiency are addressed each month and actions to correct deficiencies are put in place. The Program Director will monitor implementation. Each campus will maintain attendance rosters for required meetings, contact logs for mentors/mentees, and share with the Program Director on a monthly basis.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

DeSoto ISD recognizes that comprehensive, systematic professional learning is key for both teacher and administrator effectiveness in order to maximize student learning. The current teacher induction and administrator development programs are systematic, but not comprehensive enough to effectively meet the needs of the district's diverse student and teacher population.

Currently, DeSoto ISD has a mentoring/induction program partially built around the Region 10 Performance-based Academic Coaching Teams (PACT) program. First and second year teachers have a mentor who has at least three years of teaching experience and who has exhibited a high level of student academic success, based on student academic performance and teacher Professional Development and Appraisal System (PDAS) evaluation.

Upon hiring, new teachers and their assigned mentors currently complete a set of on-line modules through the Texas A&M PACT website; they meet at least once a month and attend monthly district meetings. The meetings focus on beginning teacher needs. In addition, teachers new to DeSoto attend a three-day induction program in August. Topics include classroom management, curriculum, instructional strategies, technology, PDAS, etc. Currently there is no requirement for mentor classroom observation and feedback due to lack of funds.

With grant funds, Region 10 certified TxBESS trainers will train mentors in early August of each year. They will be paid a stipend per mentee and will be given release time to meet with their mentee, conduct classroom observations and hold pre- and post-conferences. In addition, mentees will also be given release time to observe their mentor and other master teachers. Mentors will keep a contact log on each mentee, which will be shared with the Program Director and the campus principal on a monthly basis.

Educator Excellence Innovation funds would allow for development and implementation of a comprehensive induction program that would include not only a new teacher assigned mentor, but a shadowing model at each campus so that designated campus model teachers, lead teachers, and instructional coach(es) would be available to the new teachers. These master educators would provide ongoing support to new hires and other campus teachers. A structured DISD program would develop criteria for Levels I-V teachers as described in the Program Overview, Schedule 8, and identify specific responsibilities to new teachers as well as to other teachers. Induction and teachers in need of assistance would be provided opportunities to observe and interact in model teachers' classes, schedule regular mentor observations and feedback sessions with the mentee, hold weekly and as needed collaborative learning with the lead teacher, and receive lesson development/instruction assistance from instructional coaches. In addition, as a special bonus for all new teachers, each would be provided a "New Teacher Classroom Survival Kit" bonus (approximately \$125 to use for classroom materials that new teachers always purchase with their limited personal funds). The bonus money may be spent per district recommended checklist of classroom materials that ensure purchases contribute to learning.

Additional structured professional learning activities will be expanded to include current/relevant teacher materials; valuable presenters/consultants development sessions per student/teacher needs; and increased mentor assistance as required by the new teacher. Mentor teacher selection, roles/responsibilities, and required professional development would be defined and clearly communicated with commitment from all involved parties. Grant funds would provide a more substantial mentor stipend to support increased mentor responsibilities for not only first year teachers, but second year and other teachers in need, regardless of years of experience.

We are also crafting Onboarding, an online module-training program for all teachers and staff new to DeSoto ISD. The grant would pay for the creation of the modules and for the staff time and talent needed to bring this to fruition. The modules would provide ongoing 24/7, instantaneous support for teachers as needed at school or for planning at home, etc. and would be available immediately upon signing on in DeSoto ISD, as well as for weekly and year round support sessions. Similar to our DISD modules, we need a comprehensive development program also available 24/7 that includes a broad array of pedagogy and content strategies, modeling, resources, and support immediately accessible to the educator's computer. We have reviewed and researched only professional development resources and would

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purchase a national online professional development program if grant funds were provided. The district would provide instruction and suggestions on the most effective use of the online program and then provide educators access as needed for ongoing support and growth.

Above and beyond the general new teacher induction, year two EEIP funds would allow for extended mentor support in math, science, and district critical areas of need. These mentors would be additional contracted veteran/master teachers to assist teachers on subject-specific lesson plans and teaching strategies. They would be available to classrooms on a scheduled basis, helping to implement the most effective strategies for student achievement, including problem-based and project-based learning activities. In a survey to district employees regarding instructional needs, educators identified the need for campus level support as a very high priority. This would build upon those components by increasing support through additional instructional helpers.

Quality, ongoing, sustained, relevant professional induction and continued learning is a non-negotiable component of a high performing school district. DeSoto ISD strives to consistently provide learning to meet teacher and student needs and talents that are above and beyond state or federal professional learning requirements. With funding, we plan to create and implement the start-up of a meaningful, cutting-edge, 21st century professional induction and learning program that moves DISD to a high performing district.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

DeSoto ISD recognizes that the teacher is at the heart of student failure or success. DeSoto teachers are supported (enhancing their development and retention) through comprehensive professional development based on frequent classroom observations. Currently the district requires that each teacher be observed multiple times during the school year through short, unannounced classroom visits. These are conducted by campus administrators, instructional coordinators, and by central administration personnel known as the TRIBE. TRIBE (Training Rigorously in Building Excellence) is a local, less formal observation initiative that sends teams (the Tribe) of central office coordinators and administrators into schools every week to observe the learning environment, classroom instruction, team planning, library service, and all other school routines. The TRIBE, which is collaborative and collegial by design, gives feedback, may make suggestions, and often models teaching strategies for teachers. The TRIBE, in addition to campus administrators, is trained and certified in PDAS and Teachscape formal observations.

Prior to the walk-through, the TRIBE member or the campus administrator analyzes student data for each of the teachers to be visited. The data analysis is used to ensure student progress toward learning objectives, as well as to identify areas where the teacher may need additional instructional support. During walk-throughs, members of the TRIBE are able to conduct on-the-spot training for teachers based on their observations. Observations are documented on a special district-wide rubric that is stored and accessed through Eduphoria. For example, the TRIBE member may model a particular instructional strategy for the teacher, then provide immediate feedback as the teacher implements the strategy independently. As a result of the observations made during walk-throughs, TRIBE members are able to develop improvement/professional development plans for specific teachers, which can then be used as a guide for future TRIBE visits.

The TRIBE debriefs with the principal and school-based leadership teams following each visit. Applying this practice of observation and feedback allows DeSoto ISD to accomplish the following:

- Establish a common understanding of effective classroom instruction
- Create a singular focus on enhancing teaching to increase student learning
- Develop trust with teachers through a focused and fair walk-through
- Engage in reflection and collaboration
- Connect teacher learning to student learning
- Help monitor and support effective teaching
- Build capacity and implement for sustainability
- Develop and align professional development throughout the district

In addition to systematic walk-throughs, members of the TRIBE also make themselves available to teachers who request additional support in the classroom. The program is in its second year of implementation at DeSoto ISD, and the district expects that the TRIBE will positively impact teacher effectiveness and overall district culture. It offers the infrastructure to help teachers make the move from purveyors of knowledge to facilitators of learning.

Classroom observation feedback is scored on the PDAS rubric and, for our four pilot schools, the Teachscape rubric. The feedback captures what is seen/heard in the moment and is shared with the teacher and the campus administrator in written form. This feedback serves as cumulative data for the summative evaluation. Currently we do not always hold face-to-face meetings on the short observations, but we do encourage the pre- and post-observation meetings for the formal scheduled observation, although they are not mandatory.

Grant monies will allow the district to be even more focused on multiple classroom observations that lead to student achievement. Because the teachers and the administrators are pivotal in implementing the district-wide shift to personalized learning, DeSoto ISD strives to create an environment where teacher effectiveness is a top priority. With grant funding, we would develop more comprehensive scoring rubrics that would laser focus on domains and criteria that address specific needs for targeted teacher populations such as beginning teachers, struggling teachers, teachers in new assignments or grade levels, etc.

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In addition to more comprehensive scoring rubrics, we will build in mandatory post-observation meetings with teacher and observer four times a year. Substitutes will be secured to allow release time to meet with the observer for quality feedback time. The post-observation meetings will focus on teacher strengths and areas of improvement, data analysis, increased student achievement strategies, and professional development opportunities that focus on teacher growth.

Multiple classroom observations, done systematically and professionally, will be one of the many tools to help our teachers become even better educators, with the ultimate goal of increased student learning and achievement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, DeSoto ISD follows a formal evaluation process based on the State of Texas Professional Development and Appraisal System (PDAS). Campus administrators conduct one scheduled formal observation each year, plus several informal walk-through observations. As mentioned in Requirement 3, other trained personnel may also conduct the informal walk-throughs (instructional coaches or TRIBE members). The walk-throughs focus on Domains 2 and 3, although other domains and criteria are observed and recorded as well. We are also taking part in the piloting of Teachscape, a teacher observation and evaluation program created by Charlotte Danielson. It is a holistic approach to the evaluation process and requires two formal evaluations each year. Teachscape's educator evaluation program emphasizes the following components: training observers to enhance accuracy and inter-rater reliability; customizing rubrics, workflows, and forms; incorporating multiple measures of practice for multiple job roles; using data for feedback and decision making; linking evaluations to targeted professional learning and talent management.

This year we are piloting the Teachscape program at four feeder pattern schools – one elementary, one middle school, the Freshman Campus and the High School. Every staff member involved in the Teachscape program has been trained, and the district also has 22 administrators who have been certified evaluators by Teachscape. Eventually, key elements of Teachscape, PDAS and the other pilot program, Educator Excellence, will be blended into a new evaluation format for all Texas teachers. Because DeSoto is piloting one of these evaluation programs for the State of Texas, we are being exposed to different observation and evaluation tools, allowing us to expand our understanding and implementation of best evaluation practices.

The other district campuses are under the state-approved PDAS program. DeSoto requires that every teacher have at least one formal evaluation per year; we no longer waive the classroom observation or the summative evaluation. Every teacher new to DeSoto or new to the profession is required to have two evaluations. In addition, each district administrator is required to conduct twenty-five walk-throughs each week. The walk-through is documented and the information is shared with the teacher and the building principal. All walk-throughs are part of a teacher's cumulative documentation. Currently, teachers still have the option to waive the pre- and/or post-observation meeting unless the teacher is on a growth plan. The purpose of the post observation is to determine teacher and/or classroom strengths, areas of improvement and meaningful professional development opportunities. The teacher and the administrator then construct a plan for improvement, professional development to address areas of need, a timeline and goals to determine success. Our plan, with or without grant money, is to make the pre- and post-observation conferences mandatory next school year.

Every summative evaluation is focused on evidence of student academic growth, student engagement and teacher growth through self-assessment. Our grant needs assessment survey indicated that teachers want informative feedback, and we plan to carry through with that on a regularly scheduled basis, tied to multiple classroom observations, student data analysis, student testing results and other factors.

Evaluation is accomplished formally through PDAS and is used for continual improvement of instruction and planning professional development at the individual and school levels. Eduphoria provides a web-based total management system, giving teachers and principals a single tool to create, submit, and monitor PDAS. The web-based program, SchoolObjects:pdas, allows principals and teachers to work on PDAS from school or home. Principals can perform both informal walk-throughs and formal observations and record their observations on their Blackberry, iPhone or iPad, and teachers can do the same in recording student observations.

DeSoto ISD will expand resources to tackle intervention early and as often as needed. Evaluation systems already in place (Eduphoria tracking and the TRIBE) will reward the most effective teachers, while remediating others. Best practices of the most effective teachers will be shared with both teachers and students (intervention "expertise" will be tracked to teacher "owners" of that expertise and applied as relevant to students). Our mentor teachers, our lead teachers and our instructional coaches will carry out part of this task. In classroom observations, we are looking for student engagement at

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the application or higher level, for student critical thinking skills and for active classrooms where the teacher is more of a facilitator than a font of knowledge.

With additional grant funding, DeSoto ISD will hold two formal observations each year that will include required pre- and post-conferences; a minimum of seven spot observations allowing teacher classrooms to be visited every two weeks; training for observers so that all are looking for and "seeing" the same indicators for effective teaching practices; and increasing the number of observers. DeSoto will also create a district-wide model for conducting the pre- and post-observation conference.

Formal observations will be a minimum of 45 minutes, but the observation can be extended to multiple class periods or days if the lesson necessitates a longer observation period. Ideally, a formal observation will be conducted in the fall semester and another in the spring semester, complete with pre- and post-observation conferences, so that the teacher and administrator have ample opportunity for growth experiences (modeling, data analysis, observation, working with instructional coaches, professional development opportunities, etc.)

Whether the district continues to utilize Teachscape's educator evaluation solution or the new state approved system, we will address every stage of the evaluation process. Our plan includes the following:

- Training administrator and teacher observers to enhance accuracy and inter-rater reliability
- Utilizing key concepts of observation and evaluation in Bambrick's Leverage Leadership
- Customizing rubrics, workflows, and forms
- Incorporating multiple measures of observation and evaluation techniques for multiple job roles
- Providing teachers with reflective videos of teacher observations and setting goals based on those observations
- Using data for feedback and decision making
- Coordinating campus staff retention decisions with Curriculum, Human Resources, Cabinet and Superintendent
- Linking evaluations to targeted professional learning and talent management

With additional evaluation tools, funded in part by grant money, DeSoto ISD will take our current evaluation process to the next level. Evaluation will be a meaningful, productive process rather than filling out necessary paperwork. The process will be a continuous record of student academic growth, teacher progress and meaningful professional development.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

It is well known that the single most powerful lever to impact equitable student learning is effective teaching. Collaborative learning time for teachers is a highly effective tool to systemically improve the quality of teaching across a school or school district. In most schools, teachers are colleagues in name only. They work out of sight and sound of one another; plan and prepare their lessons and materials alone; and struggle on their own to solve their instructional, curricular, and management problems. It is a commitment from DeSoto ISD to protect time, resources, and efforts of our staff in implementing this highly identified need of collaboration in our workforce. The Program Director will play a critical role in monitoring, implementing, and evaluating the effectiveness of this critical priority.

Currently, Desoto ISD does not have weekly teacher collaboration opportunities to discuss and share pedagogical strategies. As they are able, campus grade level teams and departments meet to discuss curriculum, instructional strategies, and other relevant topics. Campus administrators hold a weekly-required after-school meeting, but these rarely allow time for teacher collaboration.

With grant funding, DeSoto ISD will put into place the #1 teacher-requested resource per the recent DeSoto ISD survey – collaborative planning for sharing expertise, understanding concepts, and most importantly working collaboratively for the optimal growth of all members. This continuous improvement model is data driven and results oriented. Meetings are organized exchanges facilitated by educators who have been trained to lead professional learning communities.

School and district administrators and teacher leaders play critical roles in facilitating effective collaborative learning among their colleagues. These include, but are not limited to, timely and relevant data provision, curricular and planning tools, protocols and resources, structures such as protected time for collaboration, knowledge management to communicate and replicate teacher and principal innovation across the district, and shifting the district-wide culture to one of continuous learning and improvement. Superficial collaborative planning time will not impact student achievement so checks and balances of this plan and its components must be in place.

Each campus will design a living annual plan for the creation of Collaborative Round Tables or Professional Learning Communities. The plan will be designed by a campus staff including the administrator and Instructional Coach for Professional Development and Teacher Effectiveness (instructional coach) trained in all components of the model and classroom teachers who work collectively to develop the focus of the mandatory weekly meetings. The plan will include goals, mission, and/or vision statements; identified facilitators; participating groups; meeting criteria; personnel responsibilities; guidelines for conduct expectations and protocols; predetermined agendas, as desired; resources; implementation; calendar and timelines; location; and evaluation criteria. The organization, monitoring and evaluation of the program will be under the direction of the instructional coach.

A monthly schedule developed by the local campus planning team will closely follow this design:

- Week 1 - District-wide Trends
- Week 2 - Campus-wide Trends
- Week 3 - Grade/Content Focus Trends
- Week 4 - Individual Focus

The plan will include a meeting each week for after-school collaboration opportunities under the management of campus administrative teams. Depending on the topic, the sessions themselves will be led by classroom teachers, instructional campus personnel, consultants, or district staff selected to begin the group discussion. Educators will be grouped according to identified needs as well as strengths. Grant funds will allow for the purchase of needed materials, resources, outside presenters, etc. The effectiveness of the collaborative learning opportunity is contingent on staff not only participating in the weekly meetings but also to the extent to which they apply the knowledge and skills learned. Therefore, follow-up observations by the instructional coach are a component of the planning and a valuable evaluation tool.

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At these meetings, teachers will share professional knowledge and pedagogical strategies based on campus goals, staff needs, and student data. Topics may include:

- District/campus goals
- Grade/content issues
- Teaching practices
- Pedagogical strategies
- Analysis of student learning strengths and gaps
- Instructional planning
- Technology
- Teacher teamwork
- Analysis of student data
- Effective communication skills
- Brainstorming and reflection
- Working with the 21st century student
- Vertical and horizontal team planning

Adding to the effectiveness of weekly collaboration will be a half-day session occurring twice a year on a district staff development day to allow for cross-campus collaboration of a vertical or horizontal design. Sessions will be developed by a district facilitator based on requested input from the targeted group. The collaboration may take the form of discussion on predetermined topics, such as curriculum, instructional strategies, or using student data; be project or product oriented; include demonstration learning; or be a combination of these and/or other ideas.

The district will use technology to expand access to all of these efforts – classroom or other videos recorded by the instructional coach for demonstration, online professional development sites, webinars, a strategy blog, Blackboard, Facebook page, online newsletter, or other technology.

To strengthen and improve their practices, the learning teams will conduct regular evaluations of their collaboration meetings. Accountability components built into the plan will include but not be limited to:

- Meeting agendas
- Sign-in sheets
- Summary of meeting notes
- Follow-up classroom observations
- On-line reflection/reaction to presented ideas
- Survey at the end of each session/semester/school year
- Final report from all information gathered

Collaborative interactions by educators foster and promote a wide variety of positive professional interactions and practices among teachers in a school. Participants feel more professionally confident, instructionally stronger, and academically effective in the classroom with weekly teamwork. Without the additional funding from the grant, DeSoto ISD teachers will lose access to a valuable and powerful tool of professional growth and development.

Student outcomes improve when teachers are a part of a collaborative system. When given time to collaborate, reflect and develop plans to improve, teachers feel more respected and more connected to one another, their profession, and their district. This has been expressed in exit interviews with departing teachers. The district hopes to improve upon this area as an impact to retention numbers. Meaningful collaboration activities on a weekly basis during the school day will not happen by accident; it takes careful planning and coordination to work job-embedded professional development time into the already busy teaching schedule of a teacher, but enormous results will be the benefit to DeSoto ISD.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Under the direction of a Professional Development Director, DeSoto ISD currently has in place professional development opportunities during the summer and throughout the school year. The six professional training dates consist of three staff development days and three teacher workdays. A Professional Development Academy is held each summer. Topics are chosen by predetermined needs. Stipends are not paid to teacher presenters. The district recognizes this as a limited scope which does not allow for continuous growth and accountability of professional learning.

With acquisition of the grant, DeSoto ISD will be able to expand the current staff development. Required trainings for campus administrators in fully implementing components of Teacher ARRTS will provide the needed administrative support. Funding will increase professional learning opportunities during the week through the following additional support:

- Weekly professional learning conducted on each campus during the school week under a teacher collaborative round table plan.
- Site-based Instructional Coaches for Professional Development and Teacher Effectiveness (instructional coaches) assigned to struggling teachers in areas of need identified through observation and formal evaluation results as well as student assessment data.
- Instructional modeling that targets individual teachers based on formal and informal observational findings. Modeling is scheduled within one week of identification of need.
- Videotaping of classroom teachers as a self-critiquing learning tool.
- Online professional development enhanced through Safari Montage and other online professional development programs to allow anywhere, anytime access for all staff.
- Educator Engagement Center, a professional development site to be established in DeSoto ISD, providing needed resources and support for specific subject areas and/or instructional needs. Modules of instruction, master teacher lessons, computer training, content-related technology and activities that utilize the Web, etc. will be developed and available for staff at all times.

Ongoing professional growth activities during the school day will be based on needs identified through student data, teacher observations, and formal evaluations. Learning areas, growth activities, and targeted coaching to be included are:

Collaborative Round Tables/Professional Learning Communities

Peer-to-peer sharing of professional knowledge is a confidential process through which two or more colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; or solve problems in the workplace. This peer support has nothing to do with formal evaluation but rather an informal offering of feedback and reflection. In addition to this individual focus, professional learning will be continued on a weekly basis at the campus level by targeting specific district and campus needs, content trends, student performance levels, and pedagogical strategies. The weekly collaborative emphasis allows teachers to enhance their instructional strategies through brainstorming, collective sharing, and mutual support.

Site-Based Instructional Coaches/Job-Embedded Support

Instructional coaching reflects the growing consensus about what constitutes high-quality professional development for teachers. It is job-embedded, addressing issues teachers face daily in their classrooms. It is ongoing, not a one-shot workshop. It is aligned to state standards, curriculum, and assessment. The goal is twofold: improved instructional practice and improved student learning. Support areas include strategies for differentiated instruction and interventions and creating lessons that promote higher order thinking and problem solving.

The site-based instructional coaches will receive training to develop a deeper understanding of their role with its focus on working with teachers during the school day to build teacher expertise, impact student learning, and raise student achievement. Coaching is confidential, non-evaluative, and supportive. Coaches work one-on-one and in small groups with teachers on specific teaching strategies or problems, focusing on practical changes teachers can make in their

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classrooms. This ongoing relationship may be supplemented by other professional development activities and skillful mentors to help support and extend the work of these coaches.

Instructional Rounds

DeSoto ISD will implement a system of instructional rounds for teachers to observe strategies used by their peers. Through a process of observation, debriefing, and self-reflection, teachers' instructional skills are enhanced, and collaboration with peers increases.

Data-driven Instruction

School-based instructional coaches will work with teachers to analyze student data. Teachers will review examples of individual, group, and classroom data to determine appropriate instruction and interventions and learn how to utilize data to group and regroup students for targeted instruction and differentiation in project-based and problem-based learning. Analyzing data, implementing strategies, and monitoring student progress both formally and informally will result in increased student performance and teacher effectiveness.

Technology Integration Modules

Teachers must have an understanding of integrating technology into the curriculum and into student instruction and learning in a meaningful way that accelerates student engagement and achievement at all levels. Sample series titles listed below will be developed as modules and available online and at the Educator Engagement Center:

- Developing tech-infused lessons aligned to college and career-ready standards
- Using laptops and production software for project-based and problem-based learning
- Learning best practices for Interactive White Boards (IWBs) to improve student achievement and which are content focused on assessment and differentiation
- Using integration activities in the classroom that utilize the Web, PowerPoint, Excel, digital photography, SMART Boards, etc.

Engaging Students in Learning

The mission of formal education is not simply to ensure that students are taught but to ensure that they learn. The 21st century students assume schools and teachers will prepare them for their future. They anticipate content relevance, learning engagement, and a rigor and pace that will prepare them to compete in the global economy. Due to the internet, 24/7 media, and social networking, it is now a different world for students and educators alike...technology-infused teaching, students using digital devices, project-based and problem-based learning, cooperative learning labs, graduating career/college ready, connectivity to the world, independent study, long-term projects rather than snippets of knowledge...all are a part of the preparation of today's student. These changes and challenges in today's world present many topics for empowering educators through weekly teacher collaboration and professional growth activities.

Without grant funding, much will be lacking in district opportunities: observation, evaluation, and support that additional campus personnel will provide during the school week, supplies and materials for an Educator Engagement Center, developmental and collaborative activities tied to observations, evaluations, and student data. As professional learning is the strategy used to ensure educators continue to update and strengthen skills throughout their career, there is no substitute for a well-conceived and executed plan, one DeSoto ISD can achieve with additional funds.

The DeSoto ISD enhanced professional development vision will provide support to teachers during the school week. This support will be aligned to specific observed classroom instruction, formal and informal evaluation results, analyzed student data, evaluated campus needs, and published district goals. Its ongoing and timely nature will allow for improvement in programs and learning that addresses real-time, continuous student performance. Through enhanced content and instructional competencies, DeSoto ISD staff will be knowledgeable, data and research-oriented leaders who are reflective, collaborative, and forward thinking.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher compensation is more than salary. It is a valuable total package that includes salary, extra pay, benefits, and pension. The present structure of the teacher compensation package is "back-loaded," or organized to reward career service; this is a practice that comes at the expense of entry-level salary, which is artificially depressed in order to afford the total compensation packages of more senior teachers. Every decision around compensation -- and around education expenditures as a whole -- should be focused on improving student achievement. DeSoto ISD recognizes factors such as growth in teacher educational knowledge and ability to impact student achievement by addressing responsibilities including the role of increasing capacity of fellow teachers as beneficial to a total compensation package. The ideal compensation package would include increased salary rate based on certification, certifications in high needs, demonstrations of advanced teaching and impacting the effectiveness of other teachers, and most critical - achieving improved results in academic performance of students.

Currently, DeSoto ISD pays additional compensation for the following:

- Master's Degree - \$1,000/year
- Doctorate Degree - \$2,000/year
- Math Teachers - \$1,500/year
- Science Teachers - \$1,500/year
- Bilingual/Other Language Teachers - \$4,000/year

The critical shortage of math, science, and bilingual teaching candidates consistently creates hiring hardships in these areas, with math and bilingual as the top two hardest-to-fill areas.

Grant funds would allow us to improve our compensation packages. With additional monies we would immediately address selected stipends in areas essential to student achievement. Math stipends would be increased from \$1,500 to \$2,000 per year. In addition to increasing the annual math stipend, we would document a plan to identify current employees or potential interns who show prominent competencies and award them a \$500 stipend for adding math certification. We have seen the stipend increase as a viable incentive; this year we increased the bilingual/Other Language stipend and now seem to be quite competitive in this specialty area.

In our proposed five-level teacher career pathways hierarchy, increasing stipends would be designated for teachers at levels II-IV, with level V earning not a stipend but an increased salary to match increased job specialty responsibilities. Compensation from grant funds would pay for tests and earned certification of DISD employees; this would help existing staff and staff currently pursuing alternative certification become Level I classroom teachers.

DeSoto also currently offers certification classes for those who are on a one-year probationary contract or who are alternatively certified. We offered a Pedagogy and Professional Responsibilities (PPR) class in the fall and will offer a generalist, math, ESL, and special education class in the spring. DISD currently cannot pay for staff certification test(s) and associated certification fees, but if grant funds were awarded, the district would assume those costs for the employee, and would then offer a teaching contract to those employees who pass their certification test and demonstrate desired performance. These new level I teachers would then be able to continue college coursework/professional learning to advance through the proposed career pathways.

To attract the entry level teacher education student to DeSoto ISD, grant funds would be allocated for stipends to attract college interns to our district, with possible job possibilities as teacher aide, tutoring, etc. during their college career.

Regarding salaries, there is a huge gap between education and industry positions. We would change the district pay schedule for special education positions that require district competition with industry for positions such as occupational therapist, speech therapist, etc. This would allow DISD to better compete for outstanding candidates who often opt for higher business salaries over school positions.

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Continuing with salary review, DeSoto ISD is developing a comprehensive Pay for Performance plan for teachers, based on student achievement. The goal of the Pay for Performance initiative is to drive academic achievement and retain high quality educators through the recognition of excellence in educational practices. DeSoto ISD developed a committee of stakeholders, including campus and district staff along with community representation, to create a systematic approach to reward educators for positive results. DeSoto ISD has created a comprehensive system which enhances an established competitive salary by offering additional incentives to campus staff for accomplishing the goals of our organization. This model, *The System for Effectiveness and Achievement in Learning (S.E.A.L.)*, is composed of three critical components for success within DeSoto ISD and addresses areas of focus that have proven to make a difference in the success of all students.

1. Attendance (Staff/Student)
2. Teacher Effectiveness
3. Academic Achievement (Standardized Assessments)

S.E.A.L. is designed to reward campus staff with additional income based on the three components identified as areas of concern. All considered, campuses' total additional Pay for Performance can yield up to 3% of the established amount for 2013-2014 pending School Board final approval in February.

DeSoto ISD would like to be very aggressive and innovative in the improvement of teacher compensation, but we cannot achieve significant improvement without funding assistance. With options for additional compensation, DeSoto will be able to recruit the highest quality teachers to the district. We will be diligent to retain them through a program that nurtures and "grows" our teachers into campus, district, and community leaders.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

DeSoto ISD has many areas of pride. The district has systems in place to ensure teacher effectiveness and student achievement and success, and staff and students thrive in our district and their varied endeavors after graduation. However, one of our areas of biggest need and improvement is with recruitment and hiring. We recognize that outstanding teacher candidates often overlook DeSoto to pursue higher salaries. Although we have much to offer teachers, district salary schedules and excellent neighboring school districts require us to be more proactive in recruiting and attracting candidates of choice. Money is not the end all, but without additional funds, we cannot be as creative and aggressive as needed. We have made strides to improve, but funds would significantly impact our recruiting plan. To address this important need, the district has recently hired a highly qualified person to recruit and retain key classroom and district personnel. Currently this person and the HR Director attend job fairs and two or three major university job fairs each year. While we recognize that we have difficulty attracting needed/required top quality teachers and college teacher interns, the district does continue to partner with colleges, universities, and alternative certification programs to attract and hire the best applicants possible.

Currently, employee applicants submit an online application. The DeSoto ISD online application system has set parameters so that applicants who meet the requirements are screened to determine that district minimum hiring qualifications are met. The applicant pool is then open to campus administrators who schedule interviews and make a hiring recommendation to the Human Resources Director. The HR department checks certification, years of experience and background checks before a contract is offered. This is deemed as minimal and serves to process paperwork and documentation associated with hiring, but adds no value to selecting high quality candidates who show potential to be a fit for DeSoto ISD.

If funds were available we would enhance various components of our hiring/recruitment process. We would be able to do the following:

- (1) Develop a district-wide universal hiring model using our *DeSoto Portrait of a Teacher* as the foundation and vision for hiring high quality staff in all recruiting endeavors.
- (2) Purchase and implement a teacher-screener product to screen potential applicants. DeSoto ISD has researched and reviewed a number of teacher screener tools and has conducted sample sessions with current staff. With funds appropriated, we would adopt the teacher screener to best match district and campus environment and student needs. This would increase consistency and effectiveness in teacher selection using a research-based tool to determine the quality of the applicant, help set the standard for teacher expectations across the district, and ultimately reduce performance gaps.
- (3) Develop banks of systemic interview questions and protocols to serve in conjunction with the teacher screener and ensure consistent information gathering and expectations from candidates, as well as providing high-level questions to all applications.
- (4) Host a district job fair where desirable potential candidates are invited to spend the day in the district during a school day, preferably on a Friday, and be able to see the district in action, tour the city and engage with district stakeholders. Potential top talent would be prescreened with face-to-face interviews. Candidates would stay overnight and have interview slots arranged with campus principals the next day. Top candidates would be offered contracts on the spot.
- (5) Develop and implement a recruitment training series for recruiters, including teacher/peer recruiters; the training series would include a sequential process and procedure, best practices of applicant interviewing and selection, and district interview questions/discussion item bank.
- (6) Implement peer recruiters and use current teachers in the recruitment process, paying them for travel expenses during the school year, and stipends for summer work.
- (7) Define and offer relocation incentives (moving expense allowance, etc.) for new hires, especially when hiring other language/bilingual teachers or teachers in critical areas.
- (8) Increase our marketing and advertising budget to secure interesting, professional materials, videos, and advertising that showcases the many achievements, accomplishments, accolades and unique qualities of DeSoto ISD in order to attract the best teaching applicants possible.
- (9) Overhaul our Future Teacher program that currently has minimal funding and incentives to future teachers. Changes

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would include truly nurturing and valuing our student future colleagues by providing recognition and organization support to DISD Texas Association of Future Educators (TAFE) students and sponsors, awarding intern options/incentives and offering positions with signing bonus to qualified former students who return to teach at the alma mater.

DeSoto ISD strives to be the district of choice for students, yet we must work to be the district of choice for the highly sought-after educators and future educators. DeSoto educators are fortunate to be members of a talented, diverse school district and community. We desire quality educators who bring their varied talents and skills to our community, and we are proud that our quality DISD educators become master educators and leaders in their field during their tenure in our district.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

DeSoto currently recognizes the need for knowledgeable, empowered teachers and instructional leaders. In a survey to district employees regarding instructional needs, educators identified the need for opportunities for career advancement such as mentor, lead teacher, etc. while serving as classroom teacher as a critical need. We currently have professional learning activities in place, but, with grant funds, a systematic, meaningful career pathway options for all levels of DISD employees would be a major focus of district planning and development.

There are several levels of current career advancement for DISD staff. Certification classes are offered for teachers on probationary contract or alternative certification. We offer a Pedagogical and Professional Responsibilities (PPR) class in the fall and generalist, math, bilingual, special education in the spring. All teaching and administrative staff receive professional learning opportunities through Summer PD Summit, Summer Academy for Selected Teachers, Discipline Boot Camp, District August Professional Development Days, Fall PD Day and Spring PD Day, and Technology Day. Designated administrators attend Superintendent/Cabinet, monthly Leadership Meetings, and interested assistant principals attend Aspiring Principal Academy held on eight Saturdays. Though professional learning is in place, it is not structured toward career advancement possibilities or paths that develop our own leaders except at the aspiring principal level. Several years ago the district recognized the need for teacher support and began a program to develop instructional coordinators for all campuses, but once defined and hired at all campuses, coordinator positions were reduced due to funding issues. Rather than being a content specialist, there is currently only one instructional coordinator at each campus who helps teachers in all subjects and grade levels.

If funding were available, DeSoto would develop a hierarchy of quality teachers, empowering them to be district recognized teacher-leaders at each campus. We would create a rubric to allow interested teachers to demonstrate master teacher capabilities at five progressively advancing instructional levels. Proposed master teacher levels and descriptors include:

Level I: Classroom Teacher -The classroom teacher will develop/demonstrate effective teaching practices and district-required instructional practices.

Level II: Model Classroom Teacher-The model teacher will provide assistance to the mentees and offer suggestions and support. The model teacher will demonstrate effective teaching through modeling.

Level III: Teacher Expert/Mentor Teacher -The mentor teacher will serve as a mentor for an assigned new teacher.

The mentor teacher will work with new teachers and other teachers as appropriate on classroom instruction, discipline, and campus/district requirements, procedures.

Level IV: Lead Teacher -The lead teacher will be responsible for the core department and help/oversee all teachers, with areas including but not limited to instruction, curriculum, department issues, and campus/district requirements, procedures.

Level V: Instructional Coach for Professional Development and Teacher Effectiveness-The full-time instructional coach will serve as the coach for all teachers on a campus. The coach will provide assistance, support, curriculum/instructional assistance, professional learning options, instructional technology help/support, data assistance, etc. as needed by the teachers.

Each level would be clearly defined and would include specific instructional campus responsibilities in addition to classroom teacher responsibilities at levels I -IV. Each level would earn a determined stipend or additional compensation and/or flex time. Grant funding would be used to develop curriculum expectations, provide release time, purchase/develop materials, and for other associated costs. The instructional support hierarchy would promote and support employees who want to move from non-degreed/non-teaching positions as well as certified teachers up the hierarchy into administration. Our district wants to keep our quality employees and teachers and develop promising novice teachers as instructional support/master teachers and other instructional leaders. Funding would allow development of the hierarchy and thereafter maintenance and expansion of the district knowledge base through adequate support positions, ongoing development, time to work with teachers and students to ensure research practice and exemplary lesson delivery. DeSoto ISD would also like to offset partial costs in critical-need areas to yield increased student academic success. Selected staff members will be provided support and compensation upon completion of degree/certifications/learning that will move them through the career pathways.

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Incentives available to educators come in many forms. Clearly defined, realistic, attainable career pathway options for all levels of DISD employees would provide valuable incentives and goals for professional learning that would benefit not only individual educators who choose to participate in the pathways, but all DeSoto ISD students and colleagues. The career pathways proposal is exciting and costly, but a very needed component for district employees. Funding assistance would allow us to implement a very meaningful program that would hopefully serve as a model for other districts.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Click and type here to enter response.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

DeSoto's prioritized needs (see Schedule #13) list our five highest priorities as recruiting and retaining quality teachers, professional development which includes teacher collaboration, teacher career advancement, competitive compensation plan that rewards teachers for innovative practices, and consistent and effective evaluation.

Roadblocks to recruiting and retaining quality teachers:

- Job Fairs will continue as they have in the past, without marketing, hiring bonuses, additional recruiters and recruiter training, and a plan to bring potential candidates to the district for two days.
- Lack of funding has cut teacher screener tool.
- Funding will lead to many opportunities that will entice teachers to stay in the classroom; without additional monies, many teachers will leave for other job opportunities.
- Recruiting top talent from out of the area will be lessened.
- The district's mentoring plan has been cut. This is a factor in retaining teachers. Additionally, there is currently no shadowing model.
- Our intern program will be limited to current practices.

Non-competitive compensation plan:

- DeSoto's compensation plan is not competitive with other like districts.
- Many teachers will leave for other job opportunities.
- No added bonuses beyond base salary (degree scholarships, certification reimbursement, relocation bonus, etc.)
- Teacher career ladder would not be funded and implemented

Professional development challenges:

- No campus weekly meetings will be held for teacher collaboration.
- Online professional development modules will not developed in the district.
- Training of new teachers with the Onboarding program will be cut.
- The Educator Engagement Center will not be put into place, leaving a void in staff growth opportunities.
- Appropriate meaningful professional development would be less developed.
- Emphasis on campus technology implementation would not have needed support.

Inconsistent observation and evaluation methods:

- Campus administrative leaders have been moved around causing lack of continuity.
- More effective and consistent evaluation practices have not been put into place.
- Training and access to new, consistent, and more effective evaluation procedures would not be in place.
- Pre- and post-observation conferences would not be emphasized as much as they should.

Minimal teacher career advancement opportunities:

- Teachers have been asked to assume responsibilities without compensation, resulting in a lack of effectiveness.
- The district is unable to have sufficient staff to implement, oversee, and evaluate programs.
- The district will not be able to employ instructional coaches who oversee, train, and provide help with 21st century learning skills and teacher effectiveness.
- The Instructional Coordinators, once content-specific at each campus, have been cut to one per school with a generalist focus.
- The much-needed career level program for teacher advancement could not be put into place without funding

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April/May/June 2014

Ensure compensation plan in place and finalized for summer hiring, including stipends and benefits
 Implement compensation plan; revise contracts to reflect benefits
 Hire Program Director; purchase teacher screener program
 Establish recruiting materials to prepare for Job Fairs, etc.; train recruiters
 Develop EEIP project parameters, procedures, guidelines – led by Program Director
 Train administrators and teacher mentors (teacher screening, evaluation process, EEIP, mentoring program)
 Hire new staff; attain higher quality campus teacher selection
 Train higher quality staff
 Establish systemic district leadership commitment
 Outline the grant program/oversee grant project
 Train key district personnel
 Define and advertise career pathways levels
 Offer advancement via career pathways
 Include new program components on district website
 Update district documents/publications affected by grant
 Hire campus Instructional Coaches for Professional Development and Teacher Effectiveness
 Book speakers, trainers for upcoming school year
 Ensure quality professional development

July/August 2014

Interview and select campus career pathways teachers for Levels II, III, IV ;create Educator Engagement Center
 Identify teacher support needed; provide mentors; establish weekly teacher collaboration
 Monitor, assess, and evaluate project components; revise projects as needed
 Increase 21st century classroom technology/practices; offer extensive administrator and evaluator evaluation training
 Use student data analysis for data-driven instruction; increase student and teacher attendance rates

August 2014/June 2015

Purchase mentoring materials; award new teachers \$125 stipend to buy classroom materials
 Educate new staff on EEIP; purchase online professional development software site license and begin implementation
 Publish new evaluation requirements and implement; track and evaluate professional development implementation
 Address teacher needs through observation data; increase classroom observations
 Increase meaningful construction feedback; observe and evaluate classroom instruction at the analysis/creative level
 Escalate college intern search; publicize new grant changes to staff, students, parents, community through emails, town hall meeting, social media, district website; begin writing Onboarding modules
 Hire subs for pre- and post-conferences, mentor/mentee classroom observations, DeSoto Job Fair in February
 Bring qualified teacher and administrator candidates to the district for weekend meet/greet/hire
 Begin weekly teacher collaboration schedule; monitor all grant projects for adjustments

June 2015/August 2016

Train administrators and teacher mentors (teacher screening, evaluation process, EEIP, mentoring program)
 Hire new staff
 Hire campus Instructional Coaches for Professional Development and Teacher Effectiveness
 Book speakers, trainers for upcoming school year
 Ensure quality professional development
 Award new teachers \$125 stipend to buy classroom materials
Reevaluate all existing components and adjust accordingly

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-906

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once the grant plan was outlined, every employee in Desoto ISD was given the information in the form of an online survey. Teachers, principals, supervisors, central office cabinet members, and community members were asked to rank ideas by need and importance. The survey also asked for input on any other ideas not included. Finally, each staff member was asked if he/she would be in support of the program as outlined. Of those surveyed, 88% were very supportive of the grant proposal, and many of those who were undecided brought up concerns that have been addressed in the grant. Only 1% of the respondents indicated no support of the grant projects.

The survey was also given to all members of the District Advisory Committee for input and approval. A letter of support is on record.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campuses in DeSoto ISD will be participating in the EEIP grant.

DeSoto ISD has seven elementary campuses, three middle schools, one ninth grade campus and one high school. We also have an alternative school campus that will be included in the grant funding.

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